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Thoughtautopsis

or

On First Looking into the Report of the Special Committee of the House of Representatives to Investigate Tax-Exempt Foundations and Comparable Organizations (A sonnet—using the term loosely—on somebody's blindness. With the usual apologies to several dead poets.)

When we consider how their funds are spent
Spreading the light in this dark world and wide,
Starting the clean breeze of man's discontent
'Gainst slothful ignorance; thrilling the nation's pride

 In what it is and what it yet may be—
Our anger stirs. How do foundations dare
Temper the fetid air
Of our complacency? Wherefore their fierce
Fervor that spurns our world of Franklin Pierce?
While Congress gives us Wolcott, Goodwin, Reece,
Why mourn the Medici or wond'rous Greece?

 Awake America! (At least the loony fringe)
 Welcome this proffered grand and glorious binge
Of anti-intellectualism. What matter who is hurt.
Grab up your axes. Rub your hands in dirt.
Spit on them well, then wipe them on your shirt.
Lay all about you. Where'er Sweet Reason dwells,
Burn down her bower. Her ivory citadels
Make into dust and stamp beneath your tread

 As your forefathers stamped o'er Bahram's head.
Scramble the egg-heads. Turn to desert sand
The flowery fields of learning in our land.

 And call it victory. Then, when it's won
 Rest in the last rays of freedom's setting sun.

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A Note On Communicating What We Have To Say

IF we really believe that the humanities have a contribution to make towards the creation of a better society, then we must concern ourselves with the mechanisms through which this contribution is to be effected. In this relation the ACLS has always acknowledged a responsibility, but so far has been able to carry out significant programs only by way of various types of assistance to the publication of scholarly research. As has been said in an earlier article,* the ACLS began with an almost introverted interest in research for its own sake; it progressed to a concern with almost any operations pertinent to the higher education structure—training, implementation, etc.; but it has always been conscious that if the ACLS is to justify itself in the eyes of our society, the humanities must be made effective within wider ranges of that society. For convenience, we are calling this process of furthering that effectiveness “communication.”

The humanities are communicated, first, of course, in the formal educational system: schools, colleges, and universities. It is not the function of the ACLS to trespass upon the primary purpose of that system—teaching. Its relation to formal education is not, consequently, to assume part of this primary burden, but rather to supplement teaching by performing in its interest tasks beyond the resources of the teaching institutions themselves or any likely combination of them. The largest part of the ACLS program over the past generation has been directed to this end, especially through the development of personnel and the provision of tools with which the higher educational establishment can best perform the teaching task laid upon it by our times. This is the kind of national operation with which the ACLS has had the most experience and is one that is most effectively performed by a national body and not by the institutions themselves.

A different level of communication is that between scholar and scholar; normally this is effected by publication of books and articles in learned periodicals. The commercial publication industry cannot function effectively in this context because there must be a close relationship between the number of possible purchasers of a commercial publication and the commercial cost of its manufacture and distribution. There is, however, no logical relation

* “A Sketch of the Development of the American Council of Learned Societies,” by Mortimer Graves, *ACLS Newsletter*, Vol. IV, No. 4, Fall, 1953.

between the number of possible users of a scientific publication and the scientific importance of their having this publication available; it might, for example, be of immense importance scientifically that five thousand pages of American Indian language texts be made available to the ten or twelve people who can read them. This, of course, is an extreme case, but it is closer to representative of the scholar-to-scholar communication problem than is the borderline book which might sell a thousand copies or might only sell three hundred. The basic fact is that the apparatus of commercial publication or any slightly modified approximation to it is too expensive a mechanism to provide a solution of the scholar-to-scholar communication problem. Frequently this high cost is disguised in one way or another—by subventions, by volunteer services, etc., but even then the process affects only fringe or borderline cases and does not reach to the heart of the question. The books which would sell a few more copies if better written are not, therefore, the whole of the problem, but only a relatively insignificant part of it; the oft repeated fallacy, hence, that good books always manage to get themselves published is quite irrelevant even if it were true. It may be that good books on subjects which are interesting to and understandable by a sufficiently large number of people do not lie long unpublished, but much scientific communication between scholar and scholar cannot, in the nature of things, be of this character.

It is these considerations which led to the breakdown of the system of assistance to the publication of scholarly books, long a major function of the ACLS. For many years the Carnegie Corporation supplied the Council with substantial annual funds with which it made grants to commercial publishers, to learned societies, and to university presses towards the publication of individual works of scholarship. No complaint was ever leveled at the quality or character of the books assisted—they do, indeed, form a very impressive library—but when the source of the funds realized that the largest part of them was being expended merely to cover a publisher's overhead costs which did not result in selling the books and that there was no promise for the future excepting a continuation of this, from the point of view of the foundation, futile enterprise, the flow of subvention was discontinued. One of the first rules of foundations is not to permit their funds to become committed in perpetuity.

The problem of scholar-to-scholar communication cannot be solved by thinking of it in commercial publication terms nor by regarding it as an adjunct to commercial publication. It must be faced as a social necessity for which society must assume the responsibility, as one of the social services—like education itself—which competitive enterprise cannot perform satisfactorily, and all new devices must be examined with a view to developing a structure which will function effectively at the lowest social cost.

Here we should interject that the national interest in seeing that scholarly publication is adequately performed should be great. Few things would dispel the usual foreign conception of American civilization as crassly materialistic so well as the continuous appearance of significant American books in the humanities published in attractive form. American scholarship is constantly being put to shame by books of this character published by relatively impecunious European and Latin American countries. Foundations, however, believe it not to be their function to maintain national prestige in just this way.

In spite of the fact that the ACLS has concerned itself with the problem in a variety of ways for many years, this structure is not yet immediately obvious. There is still need for much experiment, not so much now with new methods of production, but with new methods of distribution. For any publication in which the ACLS might be interested there must be a basic core-market which may or may not—in all probability will not—support the costs of production and distribution. Attempts to expand sales beyond that core-market cost more than they produce. This core-market must be discovered and fully exploited; costs not recouped from it become a social charge, the responsibility of social agencies, or else this social function is not performed. At the present time the only source of social funds by which this charge could be assumed is the foundations; if they do not assume it, the function will not be performed, to the detriment of society. At the same time, there is no reason why foundations or individuals should be expected merely to make contributions towards the maintenance of commercial publishing operations not designed to perform the function and hence performing it ineffectively. There is a need for a new operation especially designed to assure communication between scholar and scholar: publication of materials of scholarly and scientific importance solely on the basis of that importance and without respect to the number of potential users or purchasers of them. And this, of course, should be accomplished at the minimum social cost.

But perhaps even more important, especially at this time, is the question of reaching out from the scholar to the wider public. This is a domain of action which is relatively new to the ACLS and for which the ideas, the attitudes, and the competences still have to be developed. The humanities are interesting; they are of vital importance in our society, and they are in an exciting phase of development. Their professional practitioners are eager to make them more widely available. But scholars in general do not have the technique of making what they have to say understandable outside of their own group. There is no point in treating this fact as though it were some sort of moral dereliction on the part of the scholars which could be remedied by a different attitude on their part; reaching a wider audience requires high degrees of specific technical competences which are not usually part of the scholar's equipment. Our solution must be to set up the machinery which will remedy

this deficiency, not simply to exhort the scholars to do better something which they are hardly prepared to do at all.

Again, because the experimentation has not yet been done, we are not quite certain what form this machinery might take. Our present assumption is that its main characteristic will be an operation in which scholars are responsible for the content of the message for the wider public and professionals in public relations are responsible for the form of its presentation, slight reservation to be made, of course, in that happy case when the scholar and articulate propagandist occur under the same hat.

A basic document for any such activity must be a new evaluative study of scholarship and research in the humanities to replace F. A. Ogg's *Research in the Humanities and Social Sciences* of a quarter-century ago. This should be not only descriptive of mechanisms, as the Ogg work was, but evaluative of methods, trends, and results. In particular it should test the efforts which have been made to reform or rehabilitate humanistic scholarship and research in the interval since the appearance of Ogg's book in order to reach conclusions as to which of them are effective and which are not worth the social effort which they require. While the new work might be addressed to a wider public than the professional scholar, it need not be thought of as primarily a work of popularization in itself, but rather as embodying the necessary research study as a basis for presentation to the wider public. It is not at all necessary that the Ogg coverage "humanities and social sciences" be adhered to; probably only the humanistic end of the social science spectrum should be included.

In addition to this we need a series of analyses of the social impact and importance of the several humanistic disciplines cast into forms acceptable to the widest possible audience. A series of broadcasts* delivered by the ACLS in March and April 1954 is a preliminary attempt at this sort of thing, but it is something which must be done again, and again, and again. Moreover, the thoughtful background work which should precede an attempt to make presentation to the public has not yet been done; it is this to which first attention has to be devoted.

We must explore more fully than has been the case to date the possibility of some form of periodical publication making available to those outside the world of professional scholarship the current advances of humanistic scholarship and an understanding of the contributions which these advances can make to our society. It may well be that this exploration will suggest that the better tactic would be to provide materials for publication in media of wide circulation rather than to establish a new publication of the "digest" type as has been more than once suggested. Perhaps, indeed, the ACLS might come to function as literary agent for better popular understanding of the humani-

* "Understanding Other Cultures," edited by Wm. A. Parker, ACLS, 1954.

ties and their function in our society. This requires staff and experience which the ACLS does not now have, but it reflects a responsibility which the national body for the humanities ought to assume. And in this region, as in all others of communication, full cognizance must be taken of all the new media which twentieth century technical progress has given us.

We must continue the kind of effort which was embodied in the Corning Conference of May 1951 in which scholars and leaders of American thought in business, labor, religion, art, and other fields were brought together to explore the contribution which the humanities have to make to life in an industrial civilization. A possible next step might be another gathering at and in conjunction with one of the larger universities but with more specific ends than those posed for the Corning effort. Many leaders of American thought express public concern about the present state of the humanities or liberal arts, yet this concern is seldom coupled with any real comprehension of what we mean by humanities keyed to the modern world or with any conception of the practical steps which might be immediately taken to ameliorate the situation. A major conference might have as its aim better understanding of these phenomena outside of the professional humanistic fold and consequent enlistment of a powerful stratum of American society in the necessary remedial actions.

In all these efforts there is a part of the task which might best be assumed rather by the several constituent societies than by the ACLS. These have in many cases a greater or less penumbra of non-professional membership; some of them have widespread local organization. The constituent societies of the ACLS have recently established an exploratory Committee on the Relation of Learned Societies to American Education; this group can hardly do other than have as one of its concerns the problem of making understandable to a wider non-professional audience the functions in our society of the several humanistic disciplines which the societies represent and that of promoting greater participation in them. The Committee is now attempting to construct a detailed action program.

One other phase of the problem of communication, though it may turn out to be overwhelmingly important, is still so vague as almost to defy expression. This revolves around the fact that modern developments in the techniques of transmitting sight and spectacle place us on the verge of a new communications era. The written or printed word has already ceased to be our only means of communicating idea and event over space and time and may before long become only a secondary means of such communication. This development cannot but have immense effect on the humanities, in the character of which a peculiar means of communication—the written or printed word—has been in large measure the determinant. There is every prospect that newer communication will place more exacting demands on

humanistic scholarship at the same time as it makes scholarship available to wider circles in our society. This is a development to which the national body for the humanities must be fully alive, constantly seeking ways to understand and to exploit it.

It is obvious that the communication element in the ACLS program is one in which only a minor degree of specificity in action has been reached. This is due not only to the nature of the problem itself, in many respects new and in most respects relatively unexplored, but to the fact that the ACLS has never had adequate staff competent for operation in this region. One of the necessities of a new ACLS program is the creation of the staff mechanisms through which the first steps can be taken in reducing ideas in this area to action programs. Some early steps have been taken, but they have been of the character of seizing opportunities fortuitously presented rather than that of a planned attack on a major question.

A Report on Modern Language Teaching Methods

BY EDGAR MAYER AND DEAN H. OBRECHT

THE compilers of the following report, Dean Obrecht and Edgar Mayer, under the auspices of Lafayette College and the American Council of Learned Societies respectively, have just spent eight weeks at the Georgetown University Institute of Languages and Linguistics studying and observing all it was in their power to study and observe. The sole objective was to gain insight into the most effective methods of language teaching with the primary emphasis on the spoken language. The objective was clearly defined in advance since the decision had already been made to change the Lafayette College language program to a semi-intensive one of some type with a definite aim of oral competency.

During the summer session we had the opportunity to observe many language classes and watch many language teachers in action. The results of this observation can be summed up very simply; we are satisfied in our own minds, and are in complete accord on this matter, that the best language teachers we saw were the ones who knew something of linguistic science and who conducted their classes according to its precepts. Conversely, the most ineffective and wasteful classes were conducted without reference to the teachings of linguistics, and there was an absolute one-for-one correlation at all levels between the two extremes.

It goes without saying that many of these top teachers did *not* have a Ph.D. in linguistics, nor even a tremendous knowledge of the science, but without exception they had investigated the science sufficiently to be able to operate efficiently in their own fields.

It should perhaps be said here that neither of the authors has done his work in descriptive linguistics*. Hence we are not propagandizing, but rather are merely reporting our honest convictions based on personal observations.

Both authors were struck during the summer by a growing and disturbing conviction that they had been guilty of gross neglect in not keeping up with the advances in their own field, since linguistics obviously has great importance for this field. We felt somewhat like medical doctors who had steadfastly ignored the advent of the antibiotics and had suddenly come to realize

* Mr. Obrecht did his graduate work in Spanish literature with some historical linguistics. Dr. Mayer did his in historical and comparative linguistics.

how many of our patients had suffered or "died" needlessly in the intervening years.

We shall now state some of the assumptions and their corollaries which we believe to be basic to effective language teaching, and which have been either introduced or borne out by the findings of linguistic science. On empirical evidence alone it has been demonstrated to our satisfaction that the application of these assumptions leads to the most logical, sensible and effective approach to the actual learning of a living language. And furthermore they seem to have sound bases in the realms of physiology and psychology.

Assumption One: A language is first and foremost a spoken phenomenon, and only secondarily is it a written phenomenon. Our highly literate society tends to make us forget this very important fact.

First Corollary: Therefore the only logical approach to the study of a language is through the spoken form.

Second Corollary: Literature is a separate study which has a very definite and important place in a true liberal education, but this place is *not* in the elementary language course.

Assumption Two: Language learning is a skill acquisition rather than an intellectual exercise.

First Corollary: Since the ability to speak a language is a skill, any person of ordinary intelligence can learn to speak another language in much the same way as he can learn any other moderately difficult skill.

Second Corollary: Like all skills, languages should be learned by over-learning through extensive drill to the point of becoming a series of conditioned reflexes, much as is the case for the student's native tongue.

Third Corollary: An understanding of the true mechanics and of the goal makes for faster and more intelligent progress in the learning of any skill.

For example, in learning to put a car in motion a person must learn a sequence of events; first, turn on the ignition, second, press the starter button, and so forth. He is much more likely to learn the sequence correctly and rapidly if he is told just what each step actually accomplishes and then is made to practice the sequence over and over again than if the steps are individually meaningless to him. And certainly he will learn it better than if he is presented with a written outline of the sequence (the declension of an automobile) and is told to go home and "memorize it for tomorrow".

Fourth Corollary: Since language is a learned skill, learned through extensive drill, every day of the term and every moment of the class hour is precious. Any superfluous exposition or discussion of matters not properly belonging in an elementary language course is cutting into the golden drill time and should be avoided or discussed individually after class.

Assumption Three: The objectives of the course should be:

A. to impart as nearly native a pronunciation as possible;

- B. to impart an absolutely automatic control of the structure;
- C. to give the student a comparatively limited but highly practical and completely automatic vocabulary.

The reasons for this are as follows:

As regards the pronunciation of the student, it should be nearly enough native that a native hearing the student speak will be aware only of what he says, and *not* the way in which he says it.

Concerning the structure control, it is self-evident that a language is composed of a rather limited number of highly regular and systematic frames or constructions into which a nearly infinite number of vocabulary items and concepts can be fitted. An absolute mastery of these structural patterns is imperative and can be achieved through extensive drill. When properly over-learned, they provide the student with a linguistic skeleton, always instantly available, into which he can fit whatever vocabulary he needs to express himself.

The reason for the limited vocabulary is a corollary of the above, since a limited vocabulary makes it more easily possible to get at these patterns, and since additional vocabulary can very rapidly be mastered when the situation calls for it *provided that* the structural frames of the language have been properly internalized and are available without conscious effort.

Assumption Four: Since the situation of a linguistic void is present only in the prelingual child, it should be obvious and of obvious importance that the student is *lingual*. He comes to us with a fluent command of *a* language, which fact must be utilized to the utmost in making him bilingual.

Of course we cannot presuppose any but a naive and unsophisticated awareness on the part of the student of the functioning of his own language. His native language can be analyzed and correctly systematized for him, making it available to us as a starting point for the new language. Both languages must of course be analyzed on the same basis to allow of valid comparison, and this presupposes a linguistic knowledge of both the native language and the target language by the teacher. This approach has been found to be very effective when the organization of the course permitted it.

Assumption Five: Statements about the structure of a language must be based on valid scientific analysis.

Most explanations given in a language class are hasty, subjective conclusions, are inaccurate or inadequate statements handed down through the generations, and/or are based on the written language and are false statements concerning the actual language.

The teacher must realize and the students should be made to realize that there are no absolute rules in a language. Rather, there are scientifically arrived-at generalizations based on observed data from the language as it actually works.

For example, a foreign student of English (or for that matter an American student of English) will probably be told that one forms regular English plurals by adding an "s" to a noun. This is not at all in accord with the facts, since one actually adds the *sounds* (s), (z), and (-z), as in "backs", "bags", and "offices".

First Corollary: A native speaker of a language is not necessarily an authority on how his own language really works any more than a man is an expert on radio repair because he knows perfectly well how to turn on and operate his own radio.

Second Corollary: The only person able to determine how a language actually functions is an investigator recognizing and applying the principles of linguistic science.

Third Corollary: A language teacher must be not only at least a reasonable facsimile of a native speaker, but must also be able to produce accurate functional statements based on the true facts of the target language.

It is not enough to provide an acceptable model for the student to mimic. The teacher must also be able to analyze the mistakes of the student and give him in a few words the accurate directions that he needs to enable him to produce a *correct* sound, form, or utterance.

The teacher need not and probably will not know "all the answers" concerning the language he teaches, but he must be able frankly to admit this to his students and *then* proceed to find a valid and satisfactory answer on the basis of the observable data at hand and his knowledge of the structuring of the language.

Assumption Six: The only final authority on such things as "what one *can* say" and "what one *cannot* say", "what sounds right" and "what does not sound right" is a native speaker of the target language.

First Corollary: If the teacher is not a native speaker of the target language he must be prepared to tell his students that, for instance, his pronunciation may not be perfect but that it is definitely within the range of acceptable non-distinctive variation, so that if they imitate him exactly they will come out with an entirely acceptable and understandable pronunciation. There is no stigma to such a statement, though the non-native teacher should make every effort to expose his students to native speech as often as is possible, in the form of recordings, actual informants, or by other means.

If by chance the teacher realizes that his pronunciation is actually inadequate, then he should definitely and constantly refer his students to a native speaker as their model. He should also learn to apply linguistic knowledge to improve his own command of the language.

Both the authors were able without too much trouble to accept the foregoing observations as valid, particularly since for the most part they were discovered or formulated one at a time and grew out of direct observation and

personal study. However, we were sorely troubled at first about the day-by-day, minute-by-minute application of these principles in an actual language-classroom situation.

From our entire summer's experience we have distilled what we believe to be an accurate and sufficiently full statement of this practical application, beginning with the first day of a language course. This statement is too long and detailed to be of general interest, but perhaps a resumé of our basic principles for conducting this type of class will not be amiss here.

1. Speed is the utmost importance, both to avoid wasting precious time and to force the student to exercise his skill at a normal rate.
2. Extremely high standards on all factors must be maintained.
3. No time should be wasted on (avoidable) expanations during the drill.
4. Repetition must reach the point of saturation.
5. The entire class must project itself into the "situation".
6. Review must be constant, thorough, and cumulative.
7. The entire presentation must be based on scientific principles.

In conclusion, the authors would like to say that the most thrilling sight our four jaded orbs have beheld in years was the actual process of a language class being conducted along lines similar to those outlined above. After years of seeing mediocre results emerge from our best efforts, it is nearly impossible to communicate the surge of enthusiasm we both felt. We know that this method brings real mastery of a second language into the realm of possibility, and makes language study a living, interesting thing, rather than a sterile abstraction for the student as well as the teacher.

After a year of such a course the student has a sufficient mastery of the structure of the language that it can be profitably put to use as a tool to investigate the culture or literature in his area of interest.

ACLS Publications List

(revised December 1954)

THE following pages list the publications, still in print, which have been published or sponsored by the ACLS. For the convenience of the reader, special series have been listed by title. Details of each publication are to be found under the name of the author or under the title, if no author is given. Entries include the names of publishers from whom copies can be ordered.

CURRENT SOVIET THOUGHT SERIES

The Pattern of Soviet Democracy by G. F. Aleksandrov

Book Publishing in Soviet Russia

Ideological Conflicts in Soviet Russia by S. Kovalyov

Soviet Interpretation of Contemporary American Literature by M. Mendelson

The Ideological Content of Soviet Literature by A. M. Egozin

Soviet History of Philosophy

Industrial Management in the USSR by A. Arakelian

Young Communists in the USSR

ENGLISH FOR FOREIGNERS

Bahasa Inggeris (English for Indonesians) by Gerald E. Williams and assistants

El Inglés Hablado para los que hablan Español (English for Spanish Speakers) by Frederick B. Agard and associates

Konuşulan İngilizce (English for Turks) by Robert B. Lees and assistants

Spoken English as a Foreign Language by William E. Welmers

Yong Ō Hoŋ Pon (English for Koreans) by Fred Lukoff and assistants

Ē Omilouthenē Anglikē (English for Greeks) by F. W. Householder, Jr. and assistants

Kurs Govornog Engleskog Jezika (English for Yugoslavs) by Charles E. Bidwell, Sheldon Wise and assistants

HOLT SPOKEN LANGUAGE SERIES

Arabic (Merrill Y. Van Wagoner)

Burmese (Bernard Bloch and Eleanor Harz Jordan)

Chinese (Charles F. Hockett and Chaoying Fang)

Danish (Jeanette Dearden and Karin Stig-Nielsen)

- Dutch* (Leonard Bloomfield)
German (William G. Moulton and Jenni Karding Moulton)
Greek (Henry Kahane, Renee Kahane, and Ralph L. Ward)
Hindustani (Henry Hoenigswald)
Hungarian (Thomas Sebeok)
Japanese (Bernard Bloch)
Korean (Fred Lukoff)
Malay (Isidore Dyen, Amat Bin Haji Amir, Amat Bin Awal, Max Seitelman)
Norwegian (Einar Haugen)
Russian (Leonard Bloomfield, Luba Petrova, and I. M. Lesnin)
Serbo-Croatian (Carleton Hodge)
Thai (Mary R. Haas and Heng R. Subhanka)
Turkish (Norman A. McQuown and Sadi Koylan)

LECTURES ON THE HISTORY OF RELIGION

1. *Greek Popular Religion* by Martin P. Nilsson
2. *Ancient Egyptian Religion: An Interpretation* by H. Frankfort
3. *Religious Trends in Modern China* by Wing-tsit Chan

LIBRARY OF RELIGION

1. *Buddhism: A Religion of Infinite Compassion* by Clarence H. Hamilton (ed.)
2. *Hellenistic Religions: The Age of Syncretism* by Frederick C. Grant (ed.)
3. *Judaism: Postbiblical and Talmudic Period* by Salo W. Baron and Joseph L. Blau (eds.)
4. *The Religions of the Ancient Near East* by Isaac Mendelsohn

NEAR EASTERN TRANSLATION PROGRAM

1. *Social Justice in Islam* by Sayed Kotb
2. *The Policy of Tomorrow* by Mirrit Boutros Ghali
3. *From Here We Start* by Khālid M. Khālid
4. *Muhammad 'Abduh* by Osman Amin
5. *Our Beginning in Wisdom* by Muhammad al-Ghazzālī
6. *Memoirs of Muhammad Kurd 'Ali: A Selection*
7. *King 'Abdallāh of Jordan: My Memoirs Completed*
8. *The Independence Movements in Arab North Africa* by 'Alāl al-Fāsi
9. *The Future of Culture in Egypt* by Taha Hussein
10. *The Arab Genius in Science and Philosophy* by Omar A. Farrukh

RUSSIAN REPRINT SERIES

- Politicheskii Slovar'* (Soviet Political Dictionary) by G. Aleksandrov (ed.)
Bolshaia Sovetskaiia Entsiklopediia (Great Soviet Encyclopedia)

Istoriia Graviury i Litografii v Rossii (Russian Graphic Arts) by E. F. Gollerbakh

Gosudarstvennyi Plan Razvitiia Narodnogo Khoziaistva SSSR na 1941 God (The State Plan for the Development of the National Economy of the USSR for 1941)

Kurs Russkoi Istorii (Russian History) by Vasilii O. Kliuchevskii
Literaturnaia Entsiklopediia (Literary Encyclopedia)

Istoriia Russkoi Literatury XIX Vieka (History of Russian Literature) by D. N. Ovsianiko-Kulikovskii

Bibliografiia Kataia (Bibliography of China) by P. E. Shachkov

Slovar'-Spravochnik po Sotsial'no-Ekonomicheskoi Statistike (Manual of Economic and Social Statistics)

RUSSIAN TRANSLATION PROJECT SERIES

1. *Tolstoy as I Knew Him* by Tatyana A. Kuzminskaya
2. *The Law of the Soviet State* by Andrei Y. Vyshinsky
3. *Economic Geography of the USSR* by S. S. Balzak, V. F. Vasyutin, and Ya. G. Feigin (eds.)
4. *History of the National Economy of Russia to the 1917 Revolution* by Peter I. Lyashchenko
5. *History of Early Russian Literature* by Nikolai K. Gudzy
6. *Natural Regions of the U.S.S.R.* by L. S. Berg
7. *Russian Folklore* by Y. M. Sokolov
8. *History of the Russian Theatre* by B. V. Varneke
9. *The Russian-American Company* by S. B. Okun
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- Skachkov, P. E. *Bibliografiia Kitaia* (Bibliography of China). Moskva, Kom-munisticheskaiia Akademiiia, 1932. Russian Reprint Series. 1948. Pp. 844. Cloth. \$5.80. *Order from Edwards Brothers*, Ann Arbor, Michigan.
- Slovar'-Spravochnik po Sotsial'no-Ekonomicheskoi Statistike* (Manual of Economic and Social Statistics). Moscow, 1944. Russian Reprint Series. 1949. Pp. 308. Cloth. \$4.50. *Order from Universal Press*, 56 Market Place, Baltimore, Maryland.
- Sokolov, Y. M. *Russian Folklore*. Russian Translation Project Series, No. 7. 1950. Pp. 760. Cloth. \$10.00. *Order from the Macmillan Company*, 60 Fifth Avenue, New York 11, New York.
- Soper, Alexander Coburn, tr. *Kuo Jo-hsü's Experiences in Painting* (T'u-hua Chien-wên Chih). Studies in Chinese and Related Civilizations, No. 6. 1951. Pp. xii, 216, facsimile of Chinese text. Cloth. \$7.50. *Order from ACLS.*
- Soviet History of Philosophy*. Current Soviet Thought Series. 1950. Pp. 58. Paper. \$2.00. *Order from ACLS.*
- Staley, Eugene, ed. *Creating an Industrial Civilization: A Report on the Corning Conference*. 1952. Pp. 368. Cloth. \$4.00. *Order from Harper & Brothers*, 51 East 33rd Street, New York 16, New York.
- Van Wagoner, Merrill Y. *Spoken Iraqi Arabic*. Holt Spoken Language Series. Complete set: textbook and records, \$50.00. Book, \$3.50. Twenty-three twelve-inch Vinylite records (78 RPM), \$47.00. *Order from Henry Holt and Company*, 383 Madison Avenue, New York 17, New York.
- Varneke, B. V. *History of the Russian Theatre*. Russian Translation Project Series, No. 8, 1951. Pp. xii, 459. Cloth. \$6.50. *Order from the Macmillan Company*, 60 Fifth Avenue, New York 11, New York.
- Vyshinsky, Andrei Y. *The Law of the Soviet State*. Russian Translation Project Series, No. 2. 1948. Pp. xvii, 749. Cloth. \$15.00. *Order from the Macmillan Company*, 60 Fifth Avenue, New York 11, New York.
- Welmers, William E. *Spoken English as a Foreign Language*. 1953. Pp. 27. Paper, \$0.50. *Order from ACLS.*

- Wellemeier, J. F., Jr., in collaboration with H. F. Foncannon and S. D. Hudson. *Classifications for Surveys of Highly Trained Personnel*. 1953. Pp. 147. Paper, \$3.00. *Order from ACLS*.
- Wilder, Elizabeth, ed. *Studies in Latin American Art*. Proceedings of a Conference held in the Museum of Modern History, New York, May 28-31, 1945, under the auspices of the Joint Committee on Latin American Studies of the ACLS, the NRC, and the SSRC. 1949. Pp. 106. Paper, \$0.50. *Order from ACLS*.
- Williams, Gerald E. and assistants. *Bahasa Inggris* (English for Indonesians). English for Foreigners. 1954. Pp. 451. Paper, \$7.00. Cloth, \$8.00. *Order from ACLS*.
- Yakobson, Sergius. *Five Hundred Russian Works for College Libraries*. Russian Reprint Program, ACLS. Pp. 38. Paper. \$0.25. *Order from ACLS*.
- Young Communists in the USSR*. Current Soviet Thought Series. 1950. Pp. 92. Paper. \$2.00. *Order from ACLS*.
- Zenkovskii, V. V. *Russian Thinkers and Europe*. Russian Translation Project Series, No. 17. 1953. Pp. 199. \$2.50. *Order from ACLS*.
- Zinoviev, M. A. *Soviet Methods of Teaching History*. Russian Translation Project Series, No. 12. 1952. Pp. 163. Paper. \$3.00. *Order from ACLS*.

Notes

THE Library of Congress has microfilmed the *Bulletin of Far Eastern Bibliography*, prepared by the ACLS between 1936 and 1940. This Bibliography was later incorporated in the *Far Eastern Quarterly*, but the first five volumes have long been out of print. The price for positive copies of the microfilm is \$8.30 postpaid. Orders should be addressed to the Photoduplication Service, Library of Congress, Washington 25, D. C.

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The Department of Slavic Studies and the Summer Sessions at Indiana University in Bloomington are sponsoring a Russian Workshop for a five-week period between June 20 and July 23, 1955. The Workshop, designed for both qualified undergraduate and graduate students, was established at the University in 1951, and has been held every summer since that time.

The main purpose of the program is to help American students acquire oral fluency in Russian. Students begin speaking Russian on the first day of class and speak it throughout the course. Classes meet four hours a day, six days a week. This schedule is supplemented by supervised study periods in the afternoons and evenings, and by conversation groups, lectures, and films in Russian.

Enrollment is limited to thirty qualified students. Instruction is given on two different levels: Group I—intermediate; Group II—advanced. Group I is for students who have had a one-year intensive course in Russian with emphasis on conversation (or more Russian if the emphasis had not been on conversation). Group II is for students who have had two or more years of Russian and who already have reasonable conversational proficiency.

For further information and admission blanks, write to Joseph T. Shaw, Director, Russian Workshop, Department of Slavic Studies, Indiana University, Bloomington, Indiana. The fee for the Workshop will be \$195, which includes tuition, board, and room.

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The University of California at Los Angeles has announced plans for organization of a Near East curriculum. This program, which will be interdepartmental in nature, will be the only one of its kind west of the Mississippi.

The faculty will include four visiting professors: Bernard Lewis, Professor of Near Eastern History at the School of African and Oriental Studies, University of London; Hassan Ibrahim Hassan, former Dean of Arts and Sciences at the University of Cairo; Simon Halkin of Hebrew University at Jerusalem;

and Hasir Al-Hani, Ministry of Education, Government of Iraq, Baghdad.

Professor Lewis, who will arrive next summer, will teach an undergraduate course in the Near East in the Department of History and conduct a graduate seminar. Professor Hassan will teach two courses titled "Introduction to Islamic Culture" and "The Near East in the Nineteenth and Twentieth Centuries." Professor Halkin plans two undergraduate courses in Hebrew and a third on Hebrew literature in English. He will be a member of the Department of Classics. Professor Al-Hani, who will be attached to the Department of Oriental Languages, will teach an elementary course in Arabic, another dealing with the culture of Arabic-speaking peoples, and an upper division course on the masterpieces of Arabic literature from early to modern times.

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Fellowships with stipends of between \$2,000 and \$4,000 will be awarded for 1955-1956 to candidates for the doctorate in the Program in American Studies at the University of Minnesota. Applicants must hold a degree or degrees in one of the humanities, in one of the social sciences, or in American civilization.

There will be available to fellows and other graduate students not only the curriculum provided by the Program in American Studies and the participating departments in the social sciences and the humanities, but additional resources supported by a grant from the Carnegie Corporation of New York. These include visiting professors and special courses during the regular academic year and both summer terms, lectures and concerts, and a faculty research seminar in American civilization.

Applications close March 15, 1955; awards will be announced April 15, 1955. Additional information and forms for applying for these fellowships may be obtained from the Program in American Studies, University of Minnesota, Minneapolis 14, Minnesota.

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For some fourteen years Elmhurst College in Elmhurst, Illinois, has had the only full Department of Hungarian Studies in the United States. Last September the college reported establishment of a Hungarian Studies Foundation with the ten member Advisory Council to develop and promote the work of this unique department. Plans for this development and promotion include issuance of an annual publication, increase in the holdings of the Hungarian library collection, building up an endowment, and erection of a library-museum building.

Over sixty Elmhurst graduates have taken courses in the department, and fifteen are enrolled at present. August J. Molnar, chairman of the department, has emphasized the fact that the less frequently taught languages

should be offered for the benefit of undergraduates in the liberal arts rather than primarily for graduate specialists. The department offers two years of Hungarian language, and one year courses in Hungarian literature and in the history of Hungary and East Central Europe.

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Unavoidable delays in publishing this issue of the *Newsletter* have made useless publication of the deadline for application for the Summer Seminar in Numismatics—March 1, 1955. It is worthwhile, however to point out that the 1955 program will be the fourth of such seminars to be held by the American Numismatic Society at its Museum in New York. The third seminar, held in the summer of 1954 during the ten weeks from June 22 to August 28 was attended by twelve students from seven universities.

The use of numismatics as a necessary auxiliary to research in history and other broad fields of study provided the theme of this Seminar. The program included background reading on coins, attendance at seventeen conferences conducted by specialists in selected fields, and preparation by each student of a paper on a topic of his own selection. Most of the conferences were concerned with specific problems in ancient and mediaeval history and art, toward the solution of which numismatics makes a definite contribution. The students' fields of study were divided among history of art, history, classics, and Islamic studies.

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Hugh Kenner, ACLS Advanced Graduate Student, 1949-1950, has recently had published by Methuen his book, *Wyndham Lewis. The Times Literary Supplement* describes Mr. Kenner's book as "the first really serious study of Mr. Lewis's writings."

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The Viking Press has published *The World of Odysseus* by M. I. Finley. Mr. Finley held an ACLS Advanced Graduate Fellowship in 1948.

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The Sixth Triennial Congress of the International Federation for Modern Languages and Literatures met at Oxford, September 9-15, 1954, under the auspices of the Modern Humanities Research Association. Roscoe E. Parker of the University of Tennessee and Henry Pettit of the University of Colorado were among some twenty Americans in attendance at what was a truly international meeting of some four hundred persons. The general theme of the gathering was science and literature, and there were at least two dozen papers on the subject in various languages. Other Americans present at the conference included M. L. Dufrenoy, University of California; Bernard Weinberg, Northwestern University; Albert J. George, Syracuse University;

Francis Johnson, Stanford University; Helmut Hatzfeld, Catholic University of America, and Heinrich Henel, University of Wisconsin.

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The series of eight half-hour talks entitled *The Understanding of Other Cultures* arranged by the ACLS and originally given over WCFM, Washington, D. C., in the spring of 1954, has been accepted for distribution by the National Association of Educational Broadcasters. Information on broadcasting the recorded talks over local radio stations may be obtained from John Holt, Network Manager, NAEB Tape Network, University of Illinois, 119 Gregory Hall, Urbana, Illinois.

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The Foreign Language Program of the Modern Language Association of America will continue, with Rockefeller Foundation support, until October 1958; thereafter, the basic elements of the program will continue indefinitely as a regular project of the MLA. The original Rockefeller grant of \$120,000 was for the three-year period 1952-1955. In October 1954 the MLA was awarded an additional grant of \$115,000 to be spent during 1955-1958: \$50,000 the first year, \$45,000 the second, and \$20,000 the third.

William R. Parker, Director of the FL Program, states that the decision to make improvement of foreign language instruction and promotion of foreign language study, at all levels, a permanent concern of the MLA implies no diminishment of the MLA's concern to improve and promote scholarship in its field. *PMLA* will continue to be a learned journal, not competing with the many pedagogical journals. On the other hand, all teachers of modern foreign languages are assured that they will continue to have a national clearinghouse of information centered in a national society which will steadily seek their welfare and attempt to solve the many problems of their profession.

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UNESCO has announced the adoption of a Constitution and Program for an International Society for Education Through Art, which held its First General Assembly in Paris, July 4-10, 1954.

This Society is an outgrowth of the UNESCO Seminar on the Teaching of Visual Arts in General Education, held in Bristol in 1951. A planning commission, established at that time, worked during the summers of 1952 and 1953 in preparation for the General Assembly.

The purpose of the Society, as set forth in its Constitution, "shall be the encouragement of creative education through arts and crafts in all countries and the promotion of international understanding. This purpose shall be achieved by such means as the publication of a bulletin or journal; the exchange of information, persons and materials; the organization of exhibitions of original works, reproductions and illustrations of methods of art educa-

tion; the organization of conferences, meetings and study groups; the encouragement and co-ordination of researches concerned with art education; the establishment of an international institute for art education."

The headquarters of the International Society for Education Through Art are temporarily located in UNESCO House, 19 Avenue Kléber, Paris.

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The Rungless Ladder: Harriet Beecher Stowe and New England Puritanism, by Charles H. Foster, was published by Duke University Press on December 1, 1954. Mr. Foster, Professor of English and Chairman of the Division of Language and Literature at Grinnell College, had held an ACLS Faculty Study Fellowship in 1951-1952. During that period he investigated Puritan theology and New England intellectual history, study which he reports as having been extremely helpful in the preparation of his book.

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The Office of Education, U. S. Department of Health, Education, and Welfare, has called the attention of the *Newsletter* to a program entitled "Exchange Teaching Opportunities 1955-1956," under the International Educational Exchange Program. A brochure, describing in detail these opportunities, has been prepared by the Department. The program is designed for those having "a genuine interest in the culture and the educational system of another country," . . . "the ability and desire to interpret American education and life abroad," the adaptability and willingness "to adjust to an environment different from the one to which you are accustomed." . . .

It is limited to elementary, secondary, and junior college teachers for whom four types of grants are available: (1) interchange of teaching positions between an American teacher and a teacher from abroad whereby each teacher continues to receive his salary from his own school (United Kingdom, Canada); (2) provision of leave of absence, without salary, for the American teacher with compensation in terms of a maintenance grant payable in the currency of the country providing the exchange teacher (Australia, Austria, Belgium, France, Germany, Netherlands, New Zealand, Norway); (3) one-way teaching assignments that do not involve an interchange of positions, compensation being in terms of a maintenance award payable in currency of the host country (Austria, Burma, Denmark, Finland, Germany, Greece, Iraq, Italy, Japan, Netherlands, Thailand, Union of South Africa, United Kingdom Colonial Areas); (4) grants for teachers of French and the Classics to attend special summer seminars in France and Italy.

Application for the following academic year should be made between July 1 and October 15. Correspondence should be addressed to the Teacher Exchange Section, Teacher Programs Branch, Division of International Edu-

cation, Office of Education, U. S. Department of Health, Education, and Welfare, Washington 25, D. C.

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The American Society for Engineering Education will hold its annual meeting at Pennsylvania State University, State College, Pennsylvania, June 20-24, 1955. One of its general sessions will feature reports of two committees of the Society, the Committee on Evaluation of Engineering Education and another committee which has concerned itself with the teaching of the humanities, the social sciences, and the business studies in the engineering curriculum. This latter committee has been seeking out those educational programs which show promise of making exceptional contributions in terms of educational achievement. It recognizes that many engineers enter supervisory and managerial positions, and that these areas of education are of great importance in broadening the outlook and giving a cultural background to technical training.

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The Carnegie Corporation of New York has announced the resignation of Charles Dollard as president of the Corporation for reasons of health. John W. Gardner, vice-president of the Corporation, was appointed president. Mr. Dollard who had been president of the foundation since 1948, had joined the Carnegie staff in 1938 as assistant to the president. He had previously served as assistant dean of the University of Wisconsin, where he received his A.B. and A.M. degrees. During WW II, he attained the rank of lieutenant-colonel, serving as Deputy Director of the General Staff Corps. After his separation from the service, he became successively executive associate, vice-president, and president of Carnegie Corporation.

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The Netherlands Universities Foundation for International Cooperation in the Netherlands organizes every year a Summer Session at one of the universities. The subject of the course is usually one aspect of "Trends in Modern Civilization": in 1953 it was "Problems of Integration"; in 1954 it was "Vital Forces in Western Europe" and in 1955 it will be "Civilization and Technics."

The provisional program for the 1955 summer session, to be held at the University of Groningen, schedules registration for July 19. The final session is planned for August 6.

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Francis B. Randall, holder of an ACLS First-year Graduate Fellowship in 1952-1953, is presently completing his Ph.D. requirements at Columbia University in the Russian Institute. A note from him last fall told of his usual late summer experience:

"The Russian junket was quite a surprise. Eight of us from the Russian Institute here had applied to go last February, but we really jumped out of our chairs when four of us actually got visas this August. We were a week in Moscow, a week in Central Asia, a week in the Caucasus, and five days each in Moscow again and Leningrad. Although we did all the standard sights and took all the standard tours, we also had days at a time without guides or shadows; we weren't important enough to trail. Contact with "the people" was easy; we were such freaks that we were surrounded by crowds in the streets. Although many hung fearfully back when they found out where we were from, lots more would bombard us with questions and let themselves be pumped for hours. No hostility or anti-Americanism on a personal level whatsoever. Also no expressed discontent with the regime. We were arrested sixteen times, but the police were very polite and sometimes gave us tea. My Russian Institute education for which you paid was excellent—no major surprises for us in Russia."

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UNESCO *Features* reports that the Spanish government is to set up an Institute of Hispano-Arab Culture to strengthen historical and cultural ties between Spanish and Arab peoples. The Institute will encourage the development or creation of institutions for the study of Spanish and Arabic in the Orient and in Spain, will organize cultural exchanges, study tours and fellowships, establish libraries and facilitate the exchange of historic documents. It will also promote meetings, exhibitions, competitions and theatrical and musical performances with a view to creating wider Hispano-Arabic understanding.

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The Syrian and Lebanese American Federation of the Eastern States has announced its Second Annual Near East Essay Contest for 1955. The declared purpose of this annual essay contest is three-fold: (1) to encourage American youth to obtain reliable information about the political, social, economic and cultural problems of the Middle East; (2) to instill in Americans a genuine understanding of the common interests shared by the Arab world with America; and (3) to promote cooperation and better relations on an international level between America and the peoples of the Middle East.

The subject of the 1955 contest is "American Foreign Policy in the Arab World—Success or Failure." Judges include Harold B. Minor (former U. S. Ambassador to Lebanon; now with the Arabian-American Oil Company); Msgr. Peter P. Tuohy (Catholic Near East Welfare Association); and Millar Burrows (Chairman, Department of Near Eastern Languages and Literature, Yale University).

Contestants must be United States citizens and must be full-time students of an accredited college or university in the United States. Each contestant may submit a single essay of between 2,000 and 3,000 words in length, type-written on one side of the paper only. Entries must be postmarked not later than midnight of July 15, 1955.

Essays should be submitted in triplicate to the Eastern States Federation, 420 Bond Building, 1404 New York Avenue, N. W., Washington 5, D. C. The author's name should not appear on the manuscript but should be submitted on a separate sheet in a sealed envelope which should accompany the entry. All correspondence should be addressed to the Federation.

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The Institute of African-American Relations, 732 23rd Street, N. W., Washington 7, D. C., has announced the integration into its activities of a Scholarship and Loan Program. This service has been designed primarily to be of service to Africans who desire to continue or commence studies in the United States, but some funds are available for Americans wishing to study in Africa. Details of the program are published in the *African-American Bulletin* for January 1955.

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The third Ethno-Musicology Newsletter was distributed in December 1954. Readers wishing to be put on the mail list should address correspondence to Alan P. Merriam, 1330 Martha Washington Drive, Wauwatosa 13, Wisconsin. A feature of this issue is a survey of courses at American and Canadian universities in ethno-musicology and related subjects, prepared by Bruno Nettl of Wayne University. Also included is a current bibliography of periodical literature in the field.

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The Egyptian government has announced the availability of two scholarships for American students for the academic year 1955-1956. Each scholarship carries a stipend of \$861.00 to cover a period of nine months. (Considering the differences in the cost of living between Egypt and the United States, this stipend is quite adequate.) Candidates must arrange for their own transportation expenses.

Candidates must be graduate students, not less than twenty-five years old nor more than thirty-five. Candidates from any field of specialization are welcome, although preference will be given those to whom residence in the Middle East will be of special value.

Applications, with full background information on educational qualifications and letters of recommendation from faculty members, are to be sent to the Cultural Attaché, Embassy of Egypt, 2310 Decatur Place, N. W., Washington 8, D. C. The deadline for receipt of applications is March 1, 1955.

The Fund for the Republic recently announced allocation of \$250,000 to a group of twelve scholars for an objecting historical investigation of the penetration of Communist influence in American life. The director of the study is to be Clinton Rossiter, professor of government at Cornell University. One member of the group, Daniel Aaron, professor of English, Amherst College, is to be responsible for a study of Communism and American Literature. Mr. Aaron had received a pre-doctoral study aid from the ACLS in 1940.

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The University of Kentucky Press has established a fellowship awarding \$5,000 to the writer who displays the most insight and scholarship in projecting a book-length manuscript analyzing some significant aspect of the culture of Kentucky or its region. When completed, the book will be published by the Press.

The successful candidate will be selected on the basis of his understanding of the whole culture of the region, the freshness and originality of his idea and his development of it, and his literary style and ability. Applicants will be asked to submit a twenty-five page essay on their subject; from this and from interviews the Press Fellowship Committee will choose the winner. Up to \$4,000 will be paid as a stipend while the candidate is completing his manuscript. The remainder of the total grant will be paid upon submission of the book to the Press in an acceptable, publishable form. Deadline for application for the University of Kentucky Press Fellowship will be April 1, 1955. Further information may be obtained by writing the University of Kentucky Press, Lexington, Kentucky.

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Mary Kawena Pukui, Associate in Hawaiian Culture, and Samuel H. Elbert of the University of Hawaii, are collaborating on a new Hawaiian dictionary. The Pukui-Elbert dictionary will not only surpass all previous Hawaiian dictionaries in scope and comprehensiveness, but will be the first to conform to the lexicographic standards of professional dictionary usage. When completed, it will provide an invaluable insight into Hawaiian culture, as well as a much-needed dictionary. In 1953, the Territorial Legislature appropriated \$20,000 to the University of Hawaii Press for its publication.

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The second revised edition of the Directory of International Scientific Organizations, containing entries on 264 organizations, was published recently by UNESCO. It is available from the Columbia University Press, 2960 Broadway, New York 27, New York. \$2.50.

ACLS Committees

1954-1955

THE success of any ACLS undertaking depends to a large extent upon the nature of the advance thinking and planning which have provided its intellectual components. In part, of course, this is a staff activity; but discussions at the annual meetings, deliberations by the Board of Directors, correspondence with Delegates and Secretaries of the constituent societies, and frequent consultation with individual scholars all contribute to the end result. The activities of the ACLS committees have proved to be an effective means of concentrating attention upon a problem or group of problems within a specific field.

Committees are appointed for one-year terms, and may be reappointed. At its meeting on May 27-28, 1954, the Board of Directors voted to continue the following committees for a term beginning July 1, 1954, and concluding June 30, 1955, with the members indicated:

COMMITTEE ON AMERICAN CIVILIZATION

Chairman: Stanley Pargellis (History and literature), Newberry Library

Secretary: Eric Larrabee, *Harper's Magazine*

Oliver Larkin (Art history), Smith College; Robert E. Mathews (Law), Ohio State University; Howard A. Meyerhoff (Geology), Scientific Manpower Commission; Willard Thorp (American civilization), Princeton University; Kimball Young (Sociology), Northwestern University; D. H. Daugherty, ACLS staff liaison.

COMMITTEE ON AN ARCHIVE OF ISLAMIC CULTURE

Myron B. Smith (Islamic art), Library of Congress; John A. Wilson (Egyptology), University of Chicago; T. Cuyler Young (Persian literature), Princeton University.

COMMITTEE ON THE DICTIONARY OF AMERICAN BIOGRAPHY

Chairman: Dumas Malone (History), Columbia University

Irving Dilliard, *St. Louis Post-Dispatch*; Waldo G. Leland (History), Director Emeritus, ACLS; Stanley Pargellis (History and literature), Newberry Library; Arthur M. Schlesinger, Sr. (American history), Harvard University.

COMMITTEE ON THE HISTORY OF RELIGIONS

Chairman: E. C. Colwell (Biblical literature), Emory University

Secretary: Clarence H. Hamilton (Philosophy and Far Eastern studies), Hamilton College.

Erwin R. Goodenough (History of religion), Yale University; D. H. Daugherty, ACLS staff liaison.

COMMITTEE ON THE HUMANISTIC
ASPECTS OF SCIENCE

Chairman: Harcourt Brown (French literature), Brown University

Secretary: Bernard Barber (Sociology), Columbia University

Karl Deutsch (History), Massachusetts Institute of Technology; David Hawkins (Philosophy), University of Colorado; F. E. L. Priestley (English), University of Toronto; Richard H. Shryock (History), Johns Hopkins University; William D. Stahlman (History of science), Massachusetts Institute of Technology; D. H. Daugherty, ACLS staff liaison.

COMMITTEE ON THE LANGUAGE PROGRAM

Chairman: Norman A. McQuown (Linguistics), University of Chicago

Secretary: Martin Joos (Germanic languages and literatures), University Wisconsin

Theodore Andersson (French), Yale University; Bernard Bloch (Linguistics), Yale University; Archibald A. Hill (Linguistics), Institute of Languages and Linguistics, Georgetown University; Albert H. Marckwardt (English), University of Michigan; Henry Lee Smith, Jr. (Linguistics), Foreign Service Institute, U. S. Department of State; Mortimer Graves, ACLS staff liaison.

COMMITTEE ON MUSICOLOGY

Chairman: Carroll C. Pratt (Psychology), Princeton University

Secretary: Edward N. Waters (Musicology), Library of Congress

Jacques Barzun (History), Columbia University; Manfred F. Bukofzer (Musicology), University of California at Berkeley; Gustave Reese (Musicology), New York University; D. H. Daugherty, ACLS staff liaison.

PACIFIC COAST COMMITTEE FOR THE HUMANITIES

Chairman: John W. Dodds (English), Stanford University

Secretary: John W. Olmsted (History), University of California at Riverside

Robert G. Cleland (History), Huntington Library; William R. Dennes (Philosophy), University of California at Berkeley; Robert B. Heilman (English), University of Washington; Eldon L. Johnson (Political science), University of Oregon; E. Wilson Lyon (History), Pomona College; J. E. Wallace Sterling (History), Stanford University; Lynn White, jr. (History), Mills College.

SOUTHERN HUMANITIES CONFERENCE

Sturgis E. Leavitt (Spanish), University of North Carolina, ACLS representative.

COMMITTEE ON THE PERSONNEL PROGRAM

Chairman: Sidney Painter (History), Johns Hopkins University
Margaret Culkin Banning, Duluth, Minnesota; David B. Stout (Anthropology), State University of Iowa; Lynn White, Jr. (History), Mills College; J. F. Wellemeyer, Jr., ACLS staff liaison.

COMMITTEE ON AMERICAN NATIVE LANGUAGES

(with the American Anthropological Association and the
Linguistic Society of America)

Harry Hoijer (Anthropology), University of California at Los Angeles, ACLS representative.

COMMITTEE ON THE INTERNATIONAL EXCHANGE OF PERSONS

(with the American Council on Education, the National Research Council,
and the Social Science Research Council)

Mortimer Graves, ACLS; Sidney Painter (History), Johns Hopkins University; and Ira O. Wade (French literature), Princeton University, ACLS representatives.

COMMITTEE ON THE RECOVERY OF ARCHAEOLOGICAL REMAINS

(with the American Anthropological Association and the
Society for American Archaeology)

William S. Webb (Physics and Anthropology), University of Kentucky, and George Will (Anthropology), Bismarck, North Dakota, ACLS representatives.

JOINT COMMITTEE ON SLAVIC STUDIES

(with the Social Science Research Council)

Chairman: Cyril Black (History), Princeton University

Secretary: William B. Edgerton (Russian literature), Pennsylvania State University

Abram Bergson (Economics), Columbia University; Merle Fainsod (Political science), Harvard University; H. H. Fisher (History), Hoover Institute and Library, Stanford University; Chauncey Harris (Geography), University of Chicago; Ernest J. Simmons (Russian), Columbia University; S. Harrison Thomson (History), University of Colorado; René Wellek (English and comparative literature), Yale University; Sergius Yakobson (Slavic studies), Library of Congress; Mortimer Graves, ACLS staff liaison.

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